DOCUMENT RESUME

ED 446 073 SP 039 511

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TITLE The Provision of Non-Formal Education for Human Rights in Zimbabwe.
REPORT NO SPH082
ISBN ISBN-1-77905-066-6
PUB DATE 1998-00-00
NOTE 143p.
AVAILABLE FROM African Books Collective, Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom ($16). Tel: 44-0-1865-726686; Fax: 44-0-1993-709265; e-mail: abc@dial.pipex.com; Web site: http://www.africanbookscollective.com.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Civil Liberties; Civil Rights; Consciousness Raising; Developing Nations; Economic Factors; Elementary Secondary Education; Foreign Countries; Higher Education; Justice; Legislation; Political Influences; Social Environment; Social Influences; Students
IDENTIFIERS *Zimbabwe

ABSTRACT

This book provides insight into human rights activities of organizations in Zimbabwe, placing the need for human rights education in legal, political, social, and economic contexts. Data come from a research project on human rights education in Zimbabwe. The book criticizes the objectives and programs of people in the field from legal and educational perspectives, arguing that emphasis has been on civil and political rights rather than economic, social, and cultural rights and what the law should be. It states that people must be educated on knowing their rights and knowing when their rights are abused. It suggests that human rights education programs in Zimbabwe do not reflect the principles of universality, integration participation, and interdisciplinarity. There are seven chapters: (1) "Introduction"; (2) "Theoretical Aspects of Non-Formal Human Rights Education"; (3) "The Legal, Political, Economic, Social and Cultural Environment"; (4) "Actors in Non-Formal Human Rights Education: A Qualitative Analysis"; (5) "Actors in Non-Formal Human Rights Education: A Quantitative Analysis"; (6) "Target Groups of Non-Formal Human Rights Education"; and (7) "Conclusions and Recommendations." Three appendixes present: the project proposal; organizations and institutions involved in human rights education; and study participants (professionals, college students, school students, and adults). (SM)

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